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ABSTRACT

A study was conducted to determine the effectiveness of the English Enrichment Program in providing special assistance to students who were experiencing difficulty with the English language. Twenty-eight students were used in the experimental group and a further twenty-six students not in the program constituted the control group. Most of the students participating in the study were originally from Hong Kong. Pre- and post-tests were given in listening, speaking, reading, and writing. The staff and students involved also gave their opinions of the service being provided by the special program. A statistical "t" test was made on the gain scores in each skill area to ascertain if there were significant differences between the experimental and the control groups. The analysis of covariance was also applied to the gains in the mean scores in reading. The findings indicated that the experimental group made greater gains in the mean score than the control group in listening and reading skills, but that the differences were not statistically significant. In both Oral and Written English, however, the experimental group did achieve statistically significant greater gains than the control group. Recommendations were made relating to further studies of this nature. (Author)

RESEARCH REPORT

PETER EDWARDS

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DEPARTMENT OF PLANNING AND EVALUATION
BOARD OF SCHOOL TRUSTEES
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RESEARCH REPORT

AN EVALUATION OF THE ENGLISH ENRICHMENT PROGRAM (11E) FOR ENGLISH SECOND-LANGUAGE STUDENTS AT TEMPLETON SECONDARY SCHOOL.

July, 1973.

Peter Edwards

Research Report 73-19

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- Mrs. Joan Evans, the teacher of the English 11E classes,
- Mr. D. F. McIntyre, the principal of Templeton Secondary School, and
- other staff involved in the program.

All pictures in the report were taken by Marjean Borjesson, the Board's photographer.

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ABSTRACT

A study was conducted to determine the effectiveness of the English Enrichment Program (11E) in providing special assistance to students who were experiencing difficulty with the English language. Twenty-eight students were used in the experimental group and a further twenty-six students not in the program constituted the control group. Most of the students participating in the study were originally from Hong Kong.

Pre- and post-tests were given in listening, speaking, reading, and writing. The staff and students involved also gave their opinions of the service being provided by the special program. A statistical "t" test was made on the gain scores in each skill area to ascertain if there were significant differences between the experimental and the control groups. The analysis of covariance was also applied to the gains in the mean scores in reading.

The findings indicated that the experimental group made greater gains in the mean score than the control group in listening and reading skills, but that the differences were not statistically significant. In both Oral and Written English, however, the experimental group did achieve statistically significant greater gains than the control group.

A number of recommendations were made relating to the English 11E program and to further studies of this nature.

I. INTRODUCTION

Background

A special, non-credit English program for students who were experiencing difficulties with the English language, was introduced at Templeton Secondary School in January, 1973. The English Enrichment Program was code named "English 11E" and was designed mainly for New Canadian students who had recently arrived from Hong Kong. The students ranged from Grade 8 to Grade 12 and the program was under the direction of Mrs. Joan Evans, a teacher at the school. (See Figure 1).

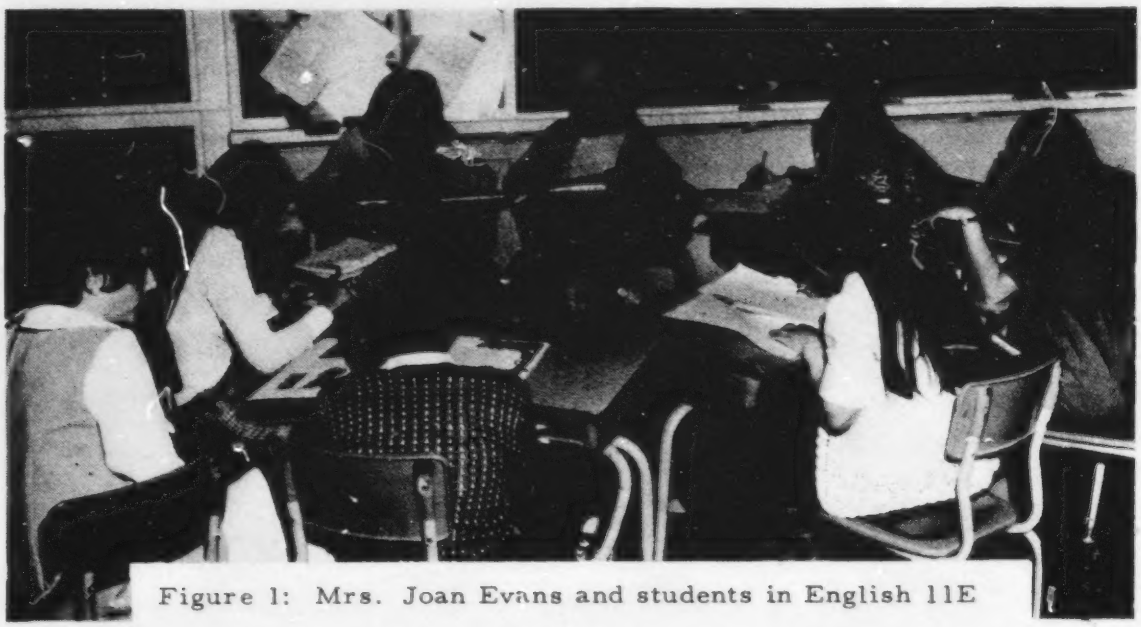

Figure 1: Mrs. Joan Evans and students in English 11E

The emphasis in English 11E was on developing student proficiency in listening, speaking, reading, and writing skills. It was pointed out by Mrs. Evans that if the students could master the spoken language they would have fewer problems communicating, and later, less difficulty using correct forms of written expression. (Evans, 1973). Reading was stressed throughout the program, especially in relation to oral development and the written skills.

The use of Teaching Assistants (T.A.'s) was an important facet of the English 11E program. The T.A.'s were selected from the Grade 12 Media course and they gave assistance to small groups of 11E students in a variety of ways. (See Evans, 1973, p. 5)

The Problem and its Significance

English 11E offered specialized instruction in basic English language skills to students from Grade 8 through Grade 12. Most of the participants in the program were Chinese students from Hong Kong. They had either

recently arrived in Canada or came from homes where Chinese continued to be the main language used.

The basic problem involved in the study was described as:

> 'not merely one of education, but also of culture. The social problems met by the New Canadian must be considered when attempting to determine what courses should be offered and what form they should take'. (Evans, 1973)

The question was therefore posed: Are the students in English 11E benefiting from the special program which has been developed to meet their needs?

Purpose of the Study

The purpose of the study was to analyze the English 11E program at Templeton Secondary School in order to provide information pertaining to the following questions:

1. How effective was the English 11E program in improving the English of New Canadian students?
2. What was the growth in the listening, speaking, reading and writing abilities of the students involved in the English 11E program?
3. Had the program contributed to the success of the students in other school subjects?

Limitations

1. The findings from the study can be applied only to the students involved in the English 11E program at Templeton Secondary School.
2. No attempt was made to analyze the instructional materials being used or to assess the teaching techniques being employed in the program.
3. Attitudinal changes in student behaviour were not included in the testing program but were reported informally by staff and students.

II. REVIEW OF RELATED LITERATURE

The Students

The need for non-English speaking immigrant children to receive special help in the learning of English has been well documented. Stoddart (1968) states that immigrant children need an understanding of English so that they can cope with everyday life and also be able to continue with their education. Stoddart points out that there are decreasing opportunities for non-English speaking students to learn English environmentally once they enter high school and that the situation is exacerbated if English is not

for them to become proficient in English both from a social and an academic point of view.

Culturally disadvantaged children have been classified by Miller (1969) as lacking in 'the proper amount of physical stimuli' and as being denied the 'opportunity to engage in many first hand and vicarious experiences'. Certainly these restrictions would apply to many of the Templeton students in the English 11E program. Miller emphasized the importance of the teacher's attitude in helping the disadvantaged student, plus the need to offer the student numerous opportunities to engage successfully in the learning process. Black (1970) listed cultural readiness, language readiness, and family support for education as the three basic needs of the disadvantaged child. Language differences and their relationship to reading were developed by Berg (1969), who stressed the importance of reading in helping a child to adapt more readily to the learning environment. The emphasis on all aspects of English language development through a language experience approach was suggested as the best method.

The Diagnosis

Careful diagnostic procedures to identify causal factors of reading disabilities and then plan for their removal is an essential first step in treating the disabled reader (Carter, 1970). Reading diagnosis is concerned with the analysis of three factors according to Farr (1971). He talks of (a) stating what the student is expected to read, (b) learning how the student goes about his or her tasks, and (c) discovering the best ways of helping the student overcome the problem. Of particular relevance to the English 11E project is Farr's comment that attention must be given to what the student needs to read and what he or she can now read.

The Teacher

The role of the teacher in working with English second-language students takes on special significance. Rivers (1968) posed the rhetorical question, "Can the teaching of English as a second language in school be justified?" Rivers answered her question in the affirmative and emphasized that the main issue was concerned with how much the English language training contributed to the total educational experience of the student. According to Rivers, the special program to assist the culturally disadvantaged student should be superior to the normal routine of instruction. Senior (1967) pointed out that children of another cultural background often are very sensitive to negative attitudes shown towards them by school personnel. When this happens the students retaliate with 'hostility, absenteeism, and failure'. Anthony (1972) insisted that the success of special techniques to help youngsters acquire English as a second language depends to a large extent on the teacher's over-all ability to cope with the situation.

The Skills

Recent writings on the types of skills needed by culturally disadvantaged students have continued to stress listening, speaking, reading and writing (Robinett 1967). Finocchiaro (1969) stated that it will only be when English second-language learners can come to school with a feeling of success and pleasure that we can hope to make their integration into society a smooth one. This feeling of well-being and social acceptance will be largely contingent on the student's facility to communicate in English.

The Materials

There are a number of research articles dealing with the use of instructional methods and materials for culturally disadvantaged students. Krippner (1966) outlined ten different programs and stressed the importance of individual attention, interesting manipulative materials, and the teacher's role in guiding the student to greater achievement. Edwards (1967) advocated 'action-programs' and related experimental research where adverse learning conditions were identified and remediated. A major work by Spache (1970) outlined the steps a teacher could take to help improve reading instruction among culturally disadvantaged minority groups. A section with specific instructional materials for Orientals may be of special interest for the English 11E project.

III. METHODOLOGY

Research Design

A non-equivalent control group design as outlined by Campbell and Stanley (1969) was chosen for the study. (See Figure 2).

$$\begin{matrix} O \\ O \end{matrix} \quad __ \quad X \quad __ \quad \begin{matrix} O \\ O \end{matrix}$$

FIGURE 2: A NON-EQUIVALENT CONTROL GROUP DESIGN.

O = Observation or measurement
X = the experimental variable or treatment,
—— —— —— = the groups are not equated by random assignment.

This design was chosen because the groups were not randomly selected. It was felt, however, that the non-equivalent control group design would control the main effects of history, maturation, testing, and instrumentation, as both experimental and control groups were composed mainly of Asian students from Hong Kong who were deficient in basic English language skills.

Subjects

A total of fifty-four students were used in the study. The experimental group consisted of twenty-eight students and there were twenty-six in the

control group. The vast majority of the students were Chinese and 60% of them were female. The students came from grades eight to twelve . (See Figure 3). They had either volunteered to take the course or had been selected to do so by their teachers because of their lack of proficiency in basic English language skills.

Figure 3: A variety of teaching methods are used in English 11E

Instruments

Two standardized tests were used to measure reading and listening ability. The Gates-MacGinitie Reading Test, Survey D, Forms 1M and 2M, was used for the pre- and post-tests in reading. The Peabody Picture Vocabulary Test (PPVT), Forms A and B, specially modified for group testing, was used to measure listening ability.

The Oral English and Written English skills were individually rated by the teachers taking part in the study. A five-point scale ranging from a low of 1 to a high of 5 was used and the results were checked by two independent judges at the Vancouver School Board office. The students were able to choose a topic for a written exercise from a number of topics and in the Oral English test each student spoke for several minutes about a picture selected from a number available.

Research Procedure

The background information of each student was recorded on a "Student Survey" sheet (see Appendix A) at the commencement of the study. The listening and reading tests were administered to the experimental and control groups by examiners from the School Board office.

In the case of the test of listening abilities the following procedure was used. One examiner placed a transparency of each page of the Peabody Picture Vocabulary Test (which contained four separate pictures) on an overhead projector at a steady rate while a second examiner called out the cue word. The students were told to mark the letter (A, B, C, or D) on their answer sheet, of the picture which corresponded to the word being dictated. The test was commenced at number twenty and concluded at number one hundred.

The reading test was administered according to standard procedures set out in the Teacher's Manual of the Gates-MacGinitie Reading Test.

The Written English test was given by the classroom teacher concerned. The students were asked to write a short passage on a topic of their choice. The teacher then rated the material on a five-point scale which ranged from a low of 1 to a high of 5.

Teachers involved in the study also adminstered the Oral English test. (See Appendix B). Each student was asked to speak for several minutes about a selected picture. Their oral expression was recorded on a cassette tape and then assessed by the teacher using a five-point scale identical to the one used in the written expression evaluation.

The results of the Oral and Written English tests were checked by two independent judges at the Vancouver School Board office.

The pre-testing was administered in early February, 1973, and the post-tests were given at the end of May, 1973. All final results were recorded and prepared for analysis and evaluation.

Statistical Procedures

A statistical "t" test was made on the gain scores recorded by the experimental and control groups for each of the subtests (Speed and Accuracy, Vocabulary, Comprehension) plus the total reading score of the Gates-MacGinitie Reading Test. The gain scores from the pre- to post-test on the Peabody Picture Vocabulary Test were treated in a similar manner. The analysis of covariance was also conducted with the gain scores in reading using the pre-test scores of the P. P. V. T. as the covariate.

IV. RESULTS

A. Academic Findings

Listening

The results of the statistical "t" test performed on the data from the listening test are presented in TABLE I.

TABLE I: ANALYSIS BY "t" TEST OF GAINS MADE ON THE PEABODY PICTURE VOCABULARY TEST BY NEW CANADIAN STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUPS AT TEMPLETON SECONDARY SCHOOL.

	Peabody Picture Vocabulary Test	
	Experimental	Control
Number of Students	19	26
Pre-Test Mean	48.1	63.0
Post-Test Mean	49.9	63.2
Mean Gain	1.8	0.2
Standard Deviation	8.7	6.5
Difference Between Means	1.6	
"t" Value	0.64 (n. s. d.)	

Legend: (n. s. d.) -- no significant difference.

The analysis showed that although the experimental group had made a greater gain in the mean score than the control group (1.8 > 0.2), the difference was not statistically significant.

The heavy 'drop-out' rate in the experimental group (only nineteen students out of thirty-nine completed both the pre- and post-tests) seriously reduced the validity of this section of the study.

Reading

TABLE II presents the results of the statistical "t" test performed on the data from the various subskills of the reading test.

TABLE II: ANALYSES BY "t" TEST OF GAINS MADE ON THE GATES-MACGINITIE READING TEST BY NEW CANADIAN STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUPS AT TEMPLETON SECONDARY SCHOOL.

	Gates-MacGinitie Reading Test, Survey D			
	Speed and Accuracy		Vocabulary	
	Experimental	Control	Experimental	Control
Number of Students	28	26	28	26
Pre-Test Mean	15.7	22.3	25.4	34.5
Post-Test Mean	19.5	25.8	26.3	35.1
Mean Gain	3.8	3.5	0.9	0.6
Standard Deviation	6.7	3.9	4.7	3.3
Difference Between Means	0.3		0.3	
"t" Value	0.14 (nsd)		0.25 (nsd)	

	Gates-MacGinitie Reading Test, Survey D			
	Comprehension		Total Test	
	Experimental	Control	Experimental	Control
Number of Students	28	26	28	26
Pre-Test Mean	30.7	42.8	71.8	99.6
Post-Test Mean	33.0	43.0	78.7	103.9
Mean Gain	2.3	0.2	6.9	4.3
Standard Deviation	6.8	3.4	12.3	7.1
Difference Between Means	2.1		2.6	
"t" Value	1.42 (nsd)		0.94 (nsd)	

Legend: (nsd) -- no significant difference

Gains in the mean score from February to May were made by both the experimental and the control groups in all aspects of the reading test. The experimental group's 'mean gains' were consistently greater than those of the control group, but none of the results was statistically significant.

The drop-out rate was again evident in this test. Eleven out of the thirty-nine students in the experimental group left school during the period of the study.

The analysis of covariance was then used to test the significance of the differences in the mean gain between the two groups. The pre-test scores on the Peabody Picture Vocabulary Test were converted to I.Q. ratings and used as the covariate. Similar results to the "t" tests were obtained. None of the differences between the two groups from February to May was statistically significant. (See TABLE III).

TABLE III: F-VALUES FROM AN ANALYSIS OF COVARIANCE OF GAIN SCORES ON THE GATES-MACGINITIE READING TEST USING THE PEABODY (PPVT) I.Q.'S AS THE COVARIATE (WITH 1/42 DEGREES OF FREEDOM).

Gates-MacGinitie Reading Test	F-Value	
Speed and Accuracy	2.12	n.s.d. (at the .05 level)
Vocabulary	0.07	n.s.d. (at the .05 level)
Comprehension	3.77	n.s.d. (at the .05 level)
Total Score	2.91	n.s.d. (at the .05 level)

Legend: n.s.d. -- no significant difference

Oral English

The English 11E program appeared to have a very positive effect on the twenty-eight students used in this aspect of the study. Figure 4 shows that twenty-two students improved their performance on the post-test, three remained the same as they had been on the pre-test and only three students recorded a lower rating on the post-test result.

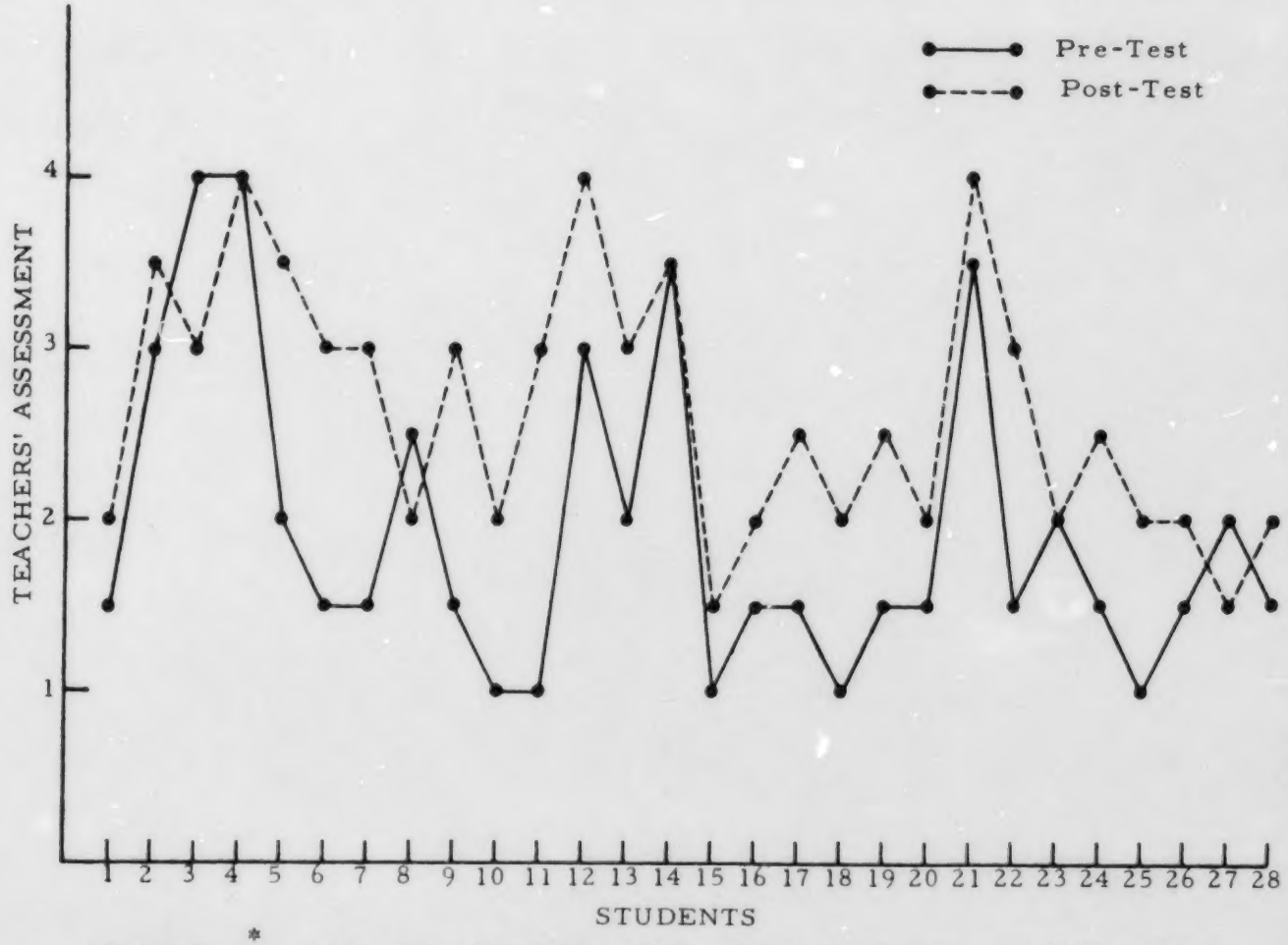

FIGURE 4:* PRE-TEST AND POST-TEST RESULTS IN ORAL ENGLISH MADE BY STUDENTS IN THE EXPERIMENTAL GROUP.

*Graphs were drawn by Lynne Murdoch

The twenty-six students in the control group, however, did not perform nearly as well. Only eleven students registered a higher post-test score than they had on the pre-test. (See Figure 5)

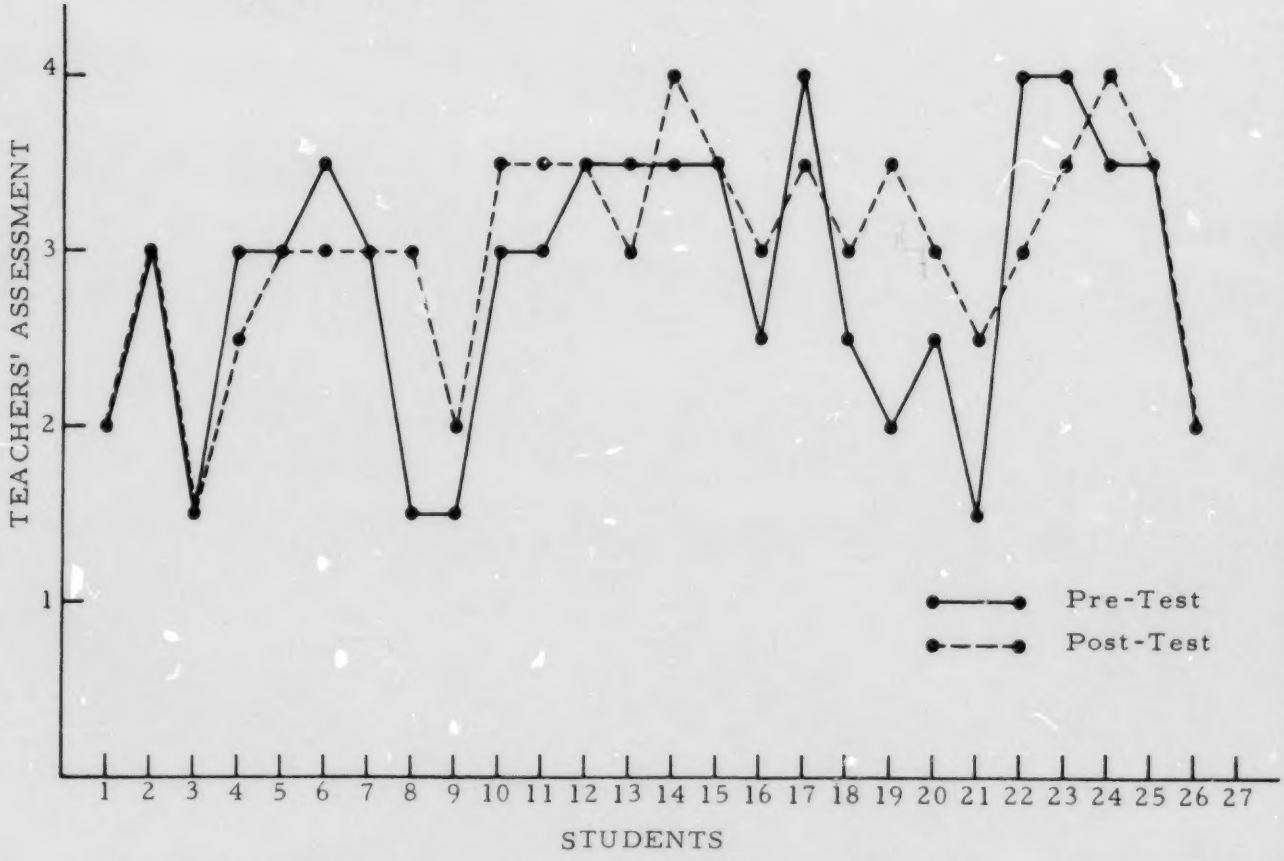

FIGURE 5: PRE-TEST AND POST-TEST RESULTS IN ORAL ENGLISH MADE BY STUDENTS IN THE CONTROL GROUP.

A statistical "t" test was conducted on the difference between the mean gain scores in Oral English for the experimental group and the control group. (See TABLE IV).

TABLE IV: ANALYSIS BY "t" TEST OF GAINS IN ORAL ENGLISH MADE BY STUDENTS IN THE EXPERIMENTAL AND CONTROL GROUP

	Experimental Group	Control Group
Number of Pupils	28	26
Pre-Test Mean	1.95	2.85
Post-Test Mean	2.65	3.02
Mean Gain	0.70	0.17
Standard Deviation	0.69	0.59
Difference Between Means	0.53	
"t" Value	2.96**	

The results indicated that the experimental group had performed considerably better than the control group and that the difference was statistically significant. ($t = 2.96$, $p < .01$)

Written English

The pre-test and post-test results in Written English for the experimental group are presented in Figure 6.

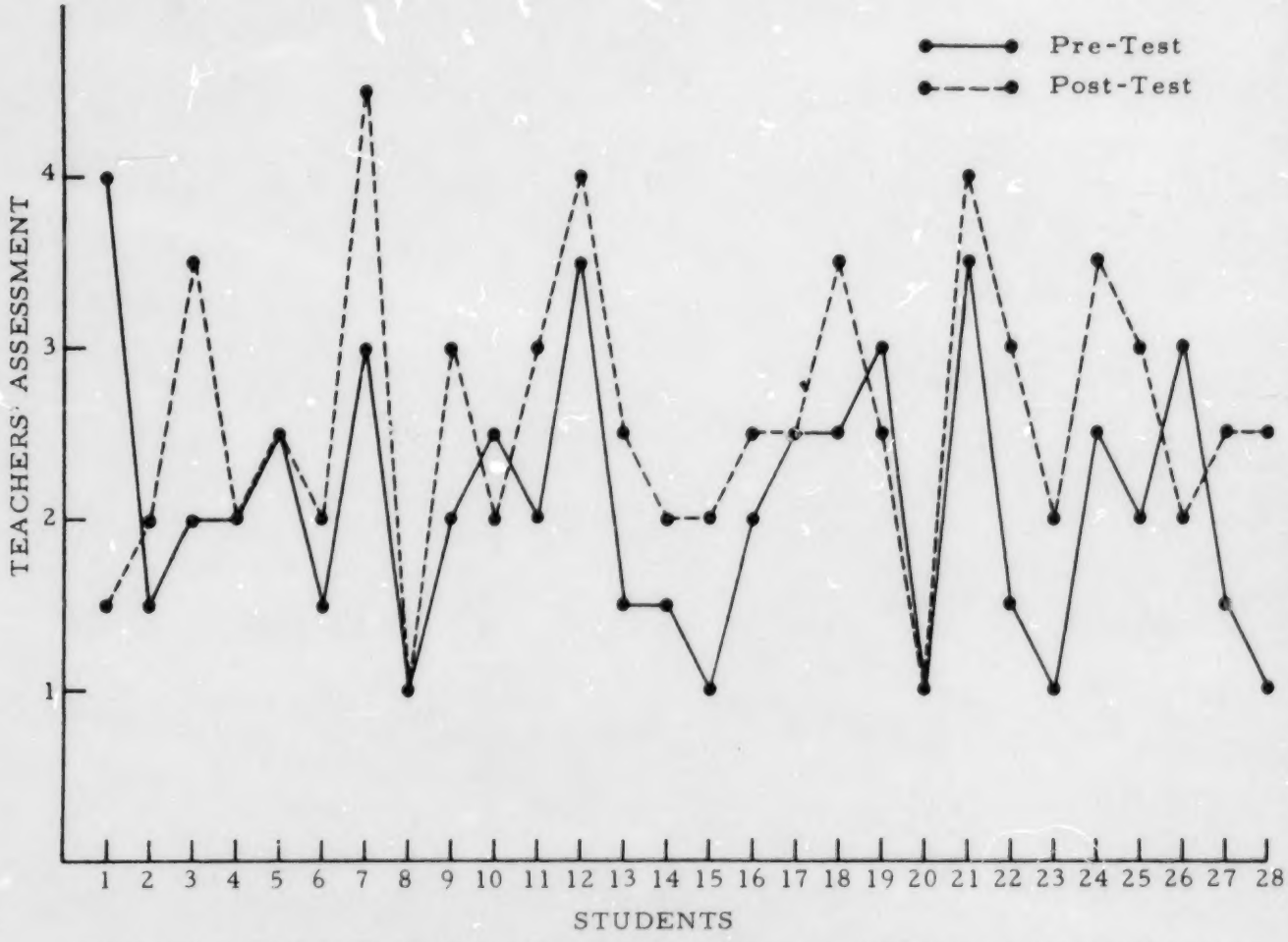

FIGURE 6: PRE-TEST AND POST-TEST RESULTS IN WRITTEN ENGLISH MADE BY STUDENTS IN THE EXPERIMENTAL GROUP.

Only four out of the twenty-eight students received a lower post-test rating than their pre-test score. Nineteen students had improved and five had recorded the same rating for both the pre-test and post-test.

The control group performance was, once again, not as impressive. Only five out of the twenty-six control students managed to improve their rating on the post-test result. (See Figure 7).

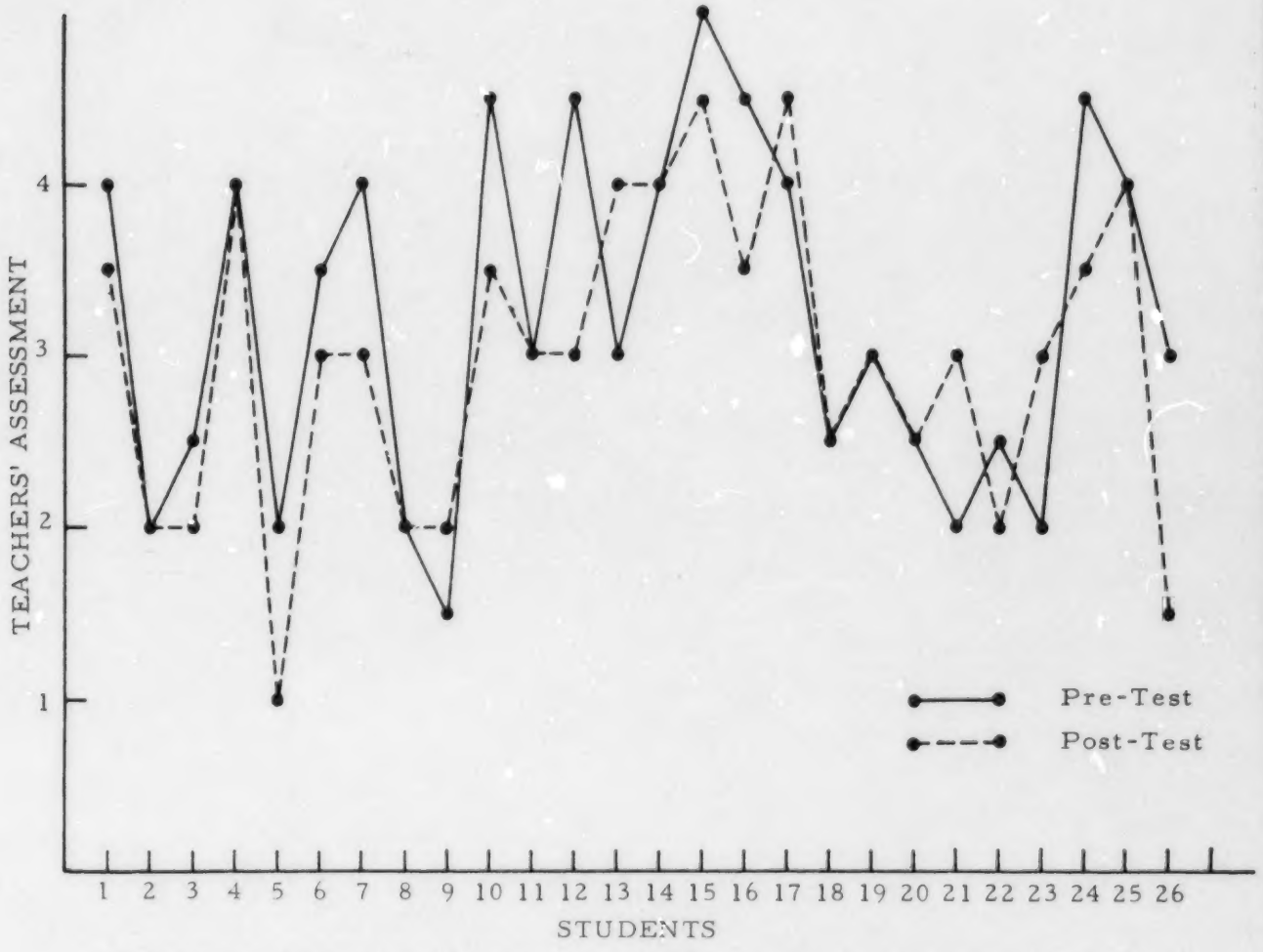

FIGURE 7 : PRE-TEST AND POST-TEST RESULTS IN WRITTEN ENGLISH MADE BY STUDENTS IN THE CONTROL GROUP.

The mean gain scores achieved by both groups clearly indicate the effect of the English 11E program on the experimental students. (Exp. $\bar{X}$ = 0.48, Control $\bar{X}$ = -0.25)

The results of the "t" test made on the difference between the mean gain scores is presented in TABLE V.

TABLE V: ANALYSIS BY "t" TEST OF GAINS IN WRITTEN ENGLISH MADE BY STUDENTS IN THE EXPERIMENTAL AND THE CONTROL GROUPS.

	Experimental Group	Control Group
Number of Pupils	28	26
Pre-Test Mean	2.09	3.23
Post-Test Mean	2.57	2.98
Mean Gain	0.48	-0.25
Standard Deviation	0.86	0.70
Difference Between Means	0.73	
"t" Value	3.38**	

Legend: ** -- significant at the .01 level

The "t" value was 3.38 which was statistically significant at the .01 level.

B. Subjective Evaluation

The staff and students at Templeton Secondary School were asked to express their opinions of the English 11E program.

Staff

1. All of the staff who were interviewed felt that there should be a special series of courses for students who were seriously deficient in basic English language skills.
2. All of the teachers who were surveyed felt that there should be more courses like English 11E and more teachers available to assist students who were having severe difficulty learning English.
3. Most of the teachers who were questioned stated that they were not able to help the New Canadian students sufficiently although many of them had tried.
4. Mrs. Evans noted that the English 11E program had resulted in a marked, positive attitudinal change among those students who had attended regularly. The teacher also felt that the program would have been more successful if credit had been given to the students who had participated in it.

Students

All of the students who were questioned agreed that English 11E was helping them with their basic English skills. The students also commented that they felt more comfortable in an English course that was designed to meet their needs.

> 'We are almost on the same level.'
> 'The teacher helps me more than other teachers.'
> 'It helped me in my speech ... gave me more confidence in my verbal expression.'
> 'It's a good pre-English course.'

Many students enrolled in English 11E felt that it should be a credit course. They maintained that a number of students were 'skipping' classes because these students knew that they would not be given credit for the course on their report cards. The positive attitude developed by the students who persisted with the program, however, was typified by one student who wrote:

> 'Probably the most important thing that I got from the course is that now I want to continue in any future courses ... and perfect my English ..'

C. Summary of Findings

The most beneficial effect of the English 11E program was in Oral and Written English. Gains in the mean scores from February to May for both tests were statistically significant at the .01 level.

The experimental group recorded greater gains than the control group in the listening and reading tests but the differences were not significantly different.

A number of the staff at Templeton Secondary School and some of the students enrolled in the English 11E program were asked their opinions of the experimental project. Both teachers and students commented favourably on the English 11E program.

V. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The findings of the study suggested that the English 11E program was having a beneficial effect on the students taking part. Gains were made in all aspects of the program. In Oral English and Written English the gains were statistically significant.

The Oral English and Written English skills were assessed on an individual basis and the results could indicate the need to develop alternate methods

of administering survey-type tests to students in a remedial English program. Careful checking by two judges at the Vancouver School Board ensured that 'teacher-bias' was not a determining factor in this regard.

The considerable support for the program by staff and students was recognition that the English 11E program was providing a valuable service to students who lacked facility in English. (See Evans, 1973, pp. 13-18).

The results of the study also served to reflect the skill and dedication of Mrs. Evans and the rest of the staff involved with the program at Templeton Secondary School.

Recommendations

A number of recommendations relating to the English 11E program and future research are presented.

(a) English 11E

1. An investigation could be conducted to determine if changes in the section of the program dealing with reading and listening skills would produce improved performances among the students.

2. Instructional materials being used in the program could be analyzed to determine their interest level and readability rating. These results could then be related to the reading needs of the students concerned.

(b) Future Research

1. A longitudinal study could be undertaken to determine the developmental nature of the program from grade to grade.

2. A follow-up survey of ex-English 11E students could provide valuable feed-back about the program.

3. Attitudinal changes in students enrolled in the course could be assessed.

4. The oral and written English skills could be evaluated in more detail with the use of objective measuring instruments.

5. Survey tests should be administered to small groups of students instead of the mass testing arrangement used in this study.

6. A comparative analysis of the program offered at Templeton Secondary School and the programs for English second-language students at other secondary schools could be made. The study would provide a pool of relevant information for future decision-making in programs such as English 11E.

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APPENDICES

APPENDIX A

STUDENT SURVEY

NAME: _____ SEX: M or F (circle)
(Last) (First)

Home Address: _____

School: _____

Grade: _____

	Year	Month	Day
Date:	_____	_____	_____
Born:	_____	_____	_____
Age:	_____	_____	_____

English level: (Communications) 8 9 10 11 12 (circle)

Language spoken at home: _____

Number of years you have lived in Canada: _____

Other languages you speak: _____

Your favourite subject: _____

	Pre	Post
Listening:		
Speaking:		
Reading:		
Writing:		

APPENDIX B

ORAL ENGLISH EVALUATION

NAME: _____ SCHOOL: _____

GRADE: _____ SEX: M F (circle)

ADDRESS: _____

	Year	Month	Day
Date:	_____	_____	_____
Born:	_____	_____	_____
Age:	_____	_____	_____

TEACHER: _____

PROCEDURE:

1. Interview students individually.
2. Place artifacts and pictures on the table/desk.
3. Give student time to become settled and relaxed.
4. Ask the student to select any <u>one</u> artifact or picture and tell you about it.
5. Encourage the student to continue talking for several minutes (no longer than 5 minutes). If necessary ask questions about the item he or she has selected.

Fluency of expression rating: 1 2 3 4 5